

11th Grade Health Curriculum

Scope and Sequence: There are a total of eight units that make up the high school health curriculum. Below is an outline of the **sequence** in which these units are to be taught:

- Mental, Emotional and Social Health – p. 2
- Nutrition and Physical Activity – p. 6
- Environmental Health – p. 10
- Alcohol, Tobacco and Other Drugs – p. 14
- Prevention and Control of Disease – p. 19
- Growth, Development and Family Life – p. 24
- Consumer and Community Health – p. 29
- Injury and Personal Safety – p. 33

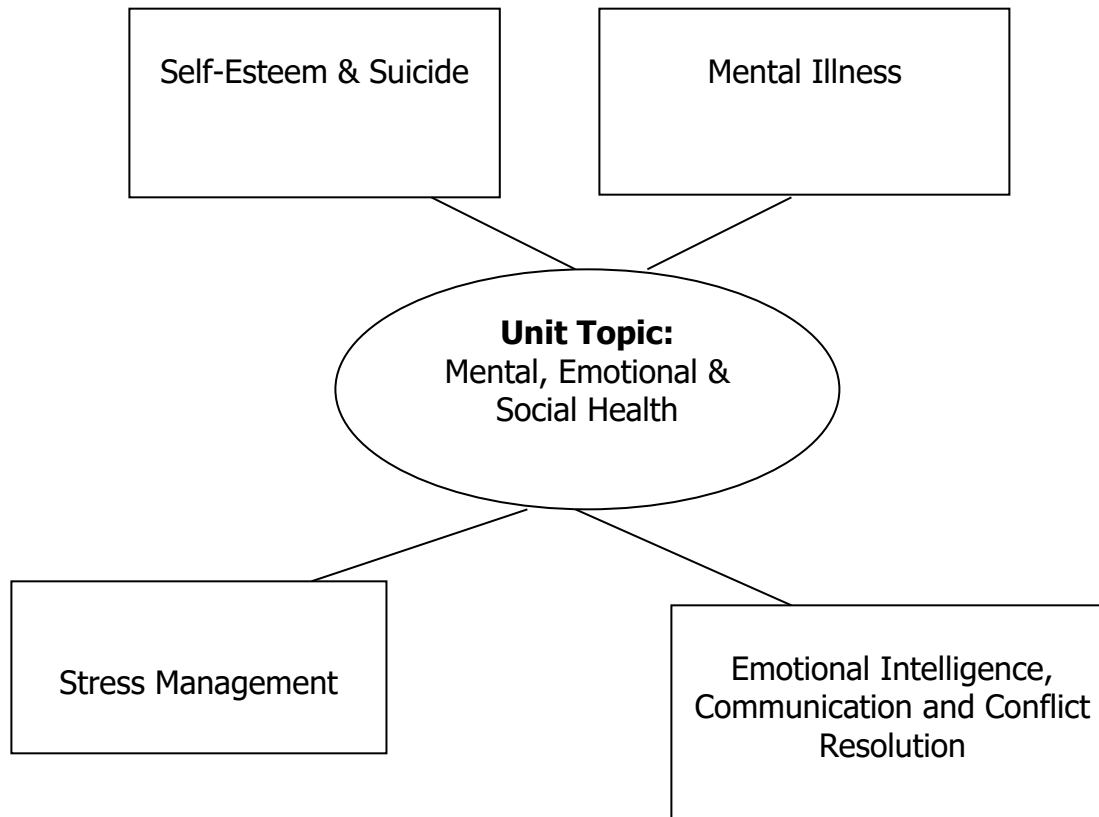
Critical Content/Concept Web

Unit Planner

Unit Topic: Mental, Emotional & Social Health

Conceptual Lens: Coping

Grade: 11



Unit Overview

Mental, emotional and social well-being are foundations for building good health. These foundations include a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. Knowledge and skills may include emotional intelligence, suicide prevention, stress management, communication skills, conflict resolution, and mental illness.

Suggested Time Frame on the Block: 7 days

Vocabulary

Self-concept
Self-actualization
Self-esteem
Passive
Aggressive
Assertive
Suicide
Mental Health
Emotion
Defense Mechanism
Communication
Eustress
Distress
Stress
Stressors
Resiliency
Adrenaline

Depression
Obsessive-Compulsive Disorder
Bipolar disorder
Seasonal Affective Disorder
Schizophrenia
Insomnia
General Adaptation Syndrome
Post Traumatic Stress Disorder
Phobias
Anxiety disorder
Panic disorder
ADD / ADHD
Hypochondria

| Grade: 11 Subject: Health Unit: Mental, Emotional & Social Health Lens: Coping | |
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| Enduring Understandings | Guiding Questions |
| <ol style="list-style-type: none"> 1. Individuals are driven by their basic needs. 2. Stress affects all aspects of a healthy life. 3. Communication, conflict resolution and management of emotions influence relationships. 4. Building strong mental health can influence one's overall wellbeing. | <ol style="list-style-type: none"> a. What is Maslow's hierarchy or needs? b. How might a person's needs change? c. What influences our self-esteem? d. What are warning signs of suicide? e. What factors contribute to suicidal thought? f. What resources are available within the community for those at risk of suicide? a. What are stressors? b. What is the difference between eustress and distress? c. What is the fight or flight response? d. What are healthy strategies for managing stress? e. What is the relationship between stress and illness? a. What are the forms of communication? b. How do emotions affect the ability to communicate? c. What are healthy ways to achieve conflict resolution? a. What is a mental illness? b. What are common mental illnesses? c. What are warning signs of mental illness? d. What are resources for diagnosing and treating mental illness? |

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| Grade: 11 Subject: Health Unit: Mental, Emotional & Social Health Lens: Coping | | | |
| Critical Content and Skills | | AC = Assessment Code: Q – Quizzes P - Prompts O – Observations WS – Work Samples D – Dialogues SA – Student Self-Assessment T - Tests | |
| Students will Know... | AC | Students will be able to... | AC |
| <ol style="list-style-type: none"> 1. Maslow's hierarchy of needs.(1.1.1, 1.1.2) 2. Influences and factors that build and maintain self perceptions. (1.1.4) 3. Factors influencing suicide. (1.1.1, 1.1.2, 1.1.4, 1.1.8) 4. Warning signs of suicide. 5. Resources available for those at risk of suicide. (1.1.6) 6. Forms of communication (passive, aggressive, assertive). 7. The relationship between emotions and effective communication. (1.1.2) 8. Healthy strategies for conflict resolution. (1.1.5) 9. The physiological and psychological effects of stress (short and long term). (1.1.1, 1.1.8) 10. Stress-Management strategies. (1.1.5) 11. Categories of Mental Illness. 12. Signs and symptoms of mental illness. 13. Diagnosis and treatment options for mental illness. (1.1.6) | | <p>Analyzing Influences</p> <ol style="list-style-type: none"> 1. Analyze how the family and culture influence health beliefs and behaviors. 2.1.1 2. Analyze how peers influence health beliefs and behaviors 2.1.2 <p>Accessing Information</p> <ol style="list-style-type: none"> 3. Access valid and reliable health information, products, and services. 3.1.3 4. Determine when professional health services may be required. 3.1.5 <p>Interpersonal Communication</p> <ol style="list-style-type: none"> 5. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.1.3 6. Demonstrate how to ask for and offer assistance to enhance the health of self and others. 4.1.4 <p>Decision Making</p> <ol style="list-style-type: none"> 7. Justify when individual or collaborative decision-making is appropriate. 5.1.3 8. Defend the healthy choice when making decisions 5.1.6 <p>Goal Setting</p> <ol style="list-style-type: none"> 9. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.1.2 <p>Practice Healthy Behaviors</p> <ol style="list-style-type: none"> 10. Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others. 7.1.3 <p>Advocacy</p> <ol style="list-style-type: none"> 11. Demonstrate how to influence and support others to make positive health choices. 8.1.2 | |

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| Grade: 11 Subject: Health Unit: Mental, Emotional & Social Health Lens: Coping | | | |
| Suggested Instructional Plan/Activities (Correlations) | <i>Enduring Understanding</i> | <i>KNOW</i> | <i>DO</i> |
| 1. Students create their own hierarchy of needs. | 1 | 1,2,3 | 1,2,9 |
| 2. Students demonstrate effective communication and coping strategies. | 3 | 6,7,8,10 | 5,6,7,8,10,11 |
| 3. Create a model of a person who is in a state of stress. | 2 | 9 | 3 |
| 4. Create a pamphlet of common mental disorders and effective treatment methods. | 4 | 11,12,13 | 3,4,8 |

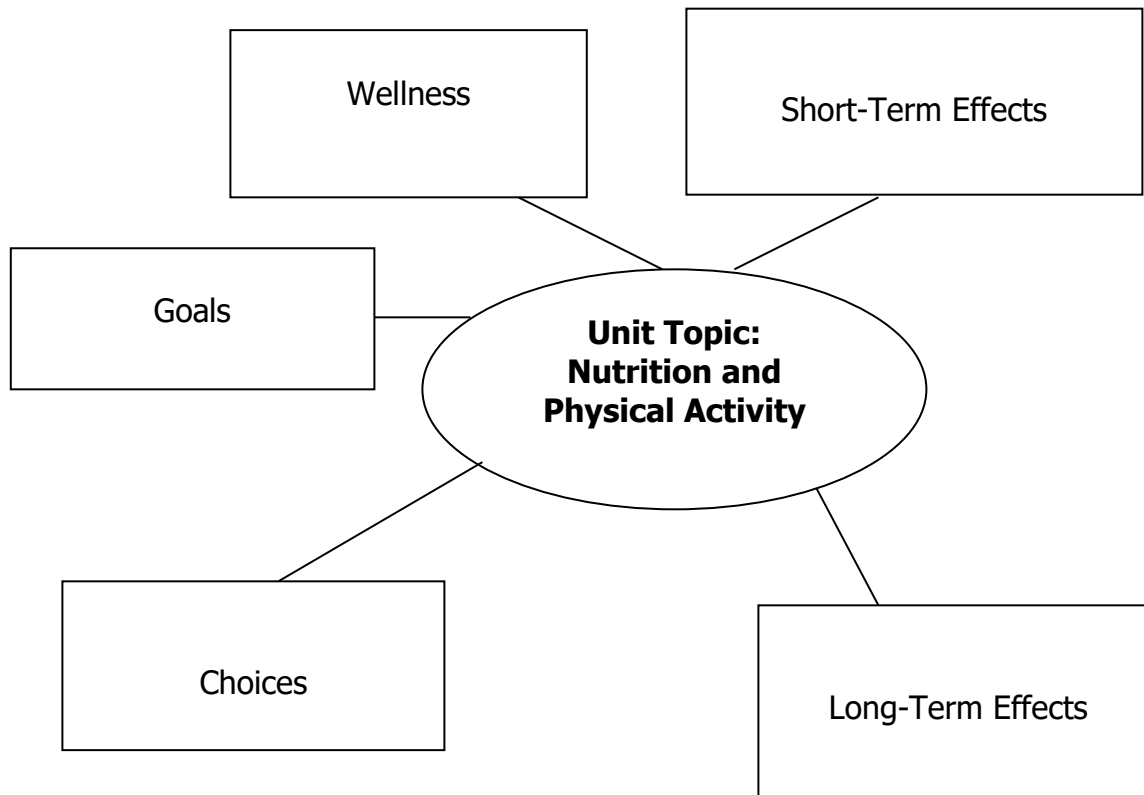
Critical Content/Concept Web

Unit Planner

Unit Topic: Nutrition and Physical Activity

Conceptual Lens: Healthy Living

Grade: 11



Unit Overview

For adolescents to learn and achieve to their fullest potential, they need to acquire knowledge and skills to make healthy choices in food selection and engage in lifelong physical activity. This knowledge includes the link between healthy eating and exercise with physical, mental, emotional and social health; energy level; self image; and physical fitness.

Suggested Time Frame on the Block: 7 days

Vocabulary

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|----------------------|-----------------------|
| Nutrition | Binging |
| Nutrient | Purging |
| Carbohydrate | Essential Amino Acids |
| Fat | Vitamins |
| Protein | Antioxidants |
| Metabolism | Minerals |
| Glucose | Anemia |
| Glycogen | Target Heart Rate |
| Fiber | Resting Heart Rate |
| Lipids | Physical Fitness |
| Triglycerides | Cardio respiratory |
| Saturated Fats | Endurance |
| Unsaturated Fats | Flexibility |
| Monounsaturated Fats | Body Composition |
| Polyunsaturated Fats | Body Mass Index |
| Cholesterol | Muscular Strength |
| Amino Acids | Muscular Endurance |
| Anorexia | Dehydration |
| Bulimia | Anabolic Steroids |
| | Basal Metabolic Rate |

| Grade: 11th Subject: Health Unit: Nutrition and Physical Activity Lens: Healthy Living | |
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| Enduring Understandings | Guiding Questions |
| <p>1. Proper nutrition influences a healthy lifestyle.</p> <p>2. Physical activity influences a healthy lifestyle.</p> <p>3. Eating and fitness habits established early in life can impact long-term health behaviors.</p> | <p>a. What are key nutrients? b. What are the benefits of a healthy diet? c. What barriers influence our diet choices? d. What can you learn from a food label?</p> <p>a. What is Physical Fitness? b. What components are essential to a fitness program? c. What are the benefits of physical activity? d. What is the importance of cardio respiratory fitness? e. What is the difference between aerobic and anaerobic activity?</p> <p>a. How can nutrition affect physical fitness? b. What is the importance of balancing caloric intake and caloric expenditure? c. How can eating and fitness habits established early in life impact life-long health?</p> |

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| Grade: 11th Subject: Health Unit: Nutrition and Physical Activity Lens: Healthy Living | | | |
| Critical Content and Skills | | AC = Assessment Code: | Q – Quizzes O – Observations D – Dialogues T - Tests |
| | | | P - Prompts WS – Work Samples SA – Student Self-Assessment |
| Students will Know... | AC | Students will be able to... | AC |
| <ol style="list-style-type: none"> 1. The six classes of nutrients. 2. The rate at which their body metabolizes energy (Metabolic rate). 3. The importance of Hydration - physical and mental effects on performance.(1.1.5) 4. How to read a food label. (1.1.1, 1.1.5) 5. How to analyze their diet. (1.1.1, 1.1.5) 6. Benefits of a healthy diet. (1.1.5) 7. Proper caloric intake and the distribution of nutrients(1.1.1, 1.1.5) 8. The importance of balancing caloric intake and output. (1.1.1, 1.1.5) 9. The importance of making healthy food choices. (1.1.1, 1.1.5) 10. The characteristics associated with eating disorders. (1.1.2, 1.1.8) 11. How genetic influences can affect body structure. (1.1.4) 12. Ways to overcome barriers to proper diet and exercise. (1.1.1, 1.1.7, 1.1.8) 13. The components of Fitness.(1.1.5) 14. How to calculate BMI or composition (1.1.1) 15. How to calculate target heart rate (1.1.1) 16. The benefits of exercise.(1.1.5) | | <p>Analyzing Influences</p> <ol style="list-style-type: none"> 1. Analyze how the family and culture influence health beliefs and behaviors. 2.1.1 <p>Accessing Information</p> <ol style="list-style-type: none"> 2. Evaluate the validity of health information, products, and services. 3.1.1 <p>Decision Making</p> <ol style="list-style-type: none"> 3. Examine barriers that can hinder healthy decision-making. 5.1.1 4. Determine the value of applying a thoughtful decision-making process in health-related situations. 5.1.2 5. Generate alternatives to health-related issues or problems. 5.1.4 <p>Goal Setting</p> <ol style="list-style-type: none"> 6. Assess personal health practices and overall health status. 6.1.1 7. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.1.2 8. Implement strategies and monitor progress in achieving a personal health goal. 6.1.3 9. Formulate an effective long-term personal health plan. 6.1.4 <p>Practice Health Behaviors</p> <ol style="list-style-type: none"> 10. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. 7.1.2 | |

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| Grade: 11th Subject: Health Unit: Nutrition and Physical Activity Lens: Healthy Living | | | |
| Suggested Instructional Plan/Activities (Correlations) | <i>Enduring Understanding</i> | <i>KNOW</i> | <i>DO</i> |
| 1. Use menus from local restaurants to identify healthy choices while dining out. | 1,3 | 1,4,5,6,7,9,12 | 1,3,4,5,6,7,8,10 |
| 2. Students create a nutrition program to include a week's worth of a balanced diet and physical activity. (Balancing caloric intake and output) | 1,2,3 | 1-16 | 1,2,3,4,5,6,7,8,10 |
| 3. Determine individual student fitness levels through a variety of activities. | 2 | 8,13,14,15,16 | 2,3,6,8 |
| 4. Analyze food labels to determine percent from fat, carbohydrates and proteins. | 1,3 | 4,5,9 | 2,8,10 |
| 5. Students calculate resting and target heart rates. | 2,3 | 15,16 | 6,8,10 |

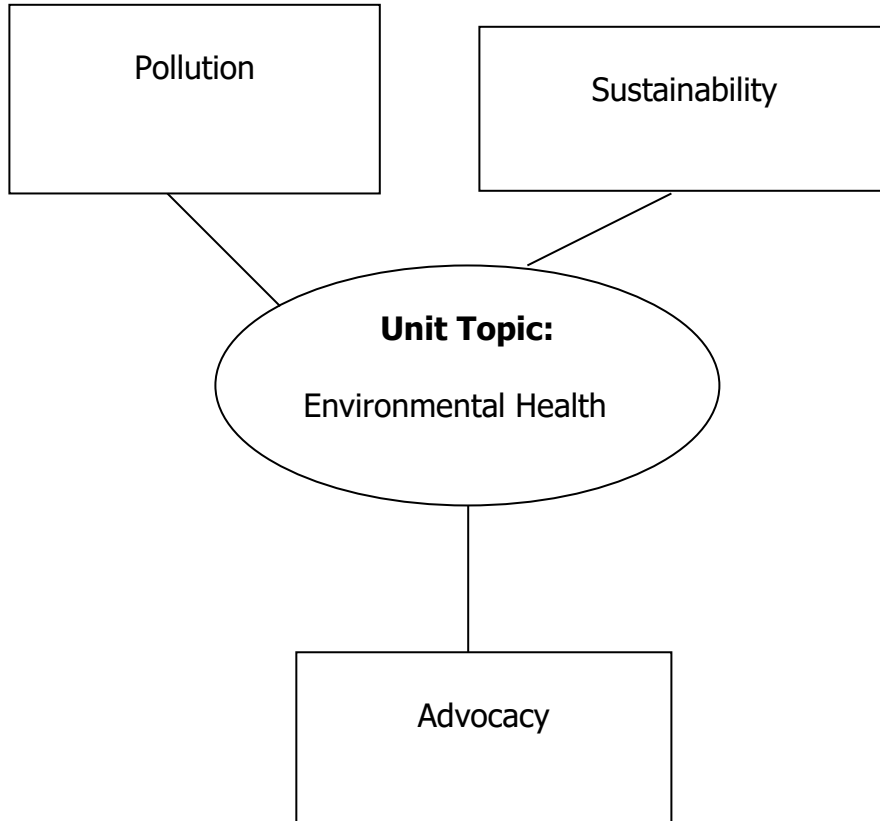
Critical Content/Concept Web

Unit Planner

Unit Topic: Environmental Health

Conceptual Lens: Conservation

Grade: 11



Unit Overview

Individuals need to be aware of the impact of environmental issues and hazards on personal health. Environmental health includes precautions and behaviors to safeguard personal health, and practices that will reverse or slow down environmental pollution and related problems.

Suggested Time Frame on the Block: 2-3 days

Vocabulary

Environment
Renewable Resources
Nonrenewable Resources
Overpopulation
Deforestation
Recycling
*Air Quality
Inversion
Sustainability
Compost

Conservation
(water, light, resource, energy)
Hazardous Waste
Biodegradable
Sanitation
Pollution (water, air, land, noise)
Land Fill
Environmental Carcinogens
Carbon Footprint

* www.deq.idaho.gov/air/aqindex.cfm

| Grade: 11 Subject: Health Unit: Environmental Health Lens: Conservation | |
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| Enduring Understandings | Guiding Questions |
| 1. Individual conservation efforts can have a global impact. | a. What is conservation? b. How can conservation impact sustainability? c. Why are individual conservation efforts important? d. How are living things dependent on the natural environment? e. What is your role in conservation? |

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| Grade: 11 Subject: Health Unit: Environmental Health Lens: Conservation | | | |
| Critical Content and Skills | | AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests P - Prompts WS – Work Samples SA – Student Self-Assessment | |
| Students will Know... | AC | Students will be able to... | AC |
| <ol style="list-style-type: none"> 1. Ways to conserve resources such as water, energy, land and other natural resources. (1.1.1, 1.1.5) 2. Ways to reduce waste. (1.1.3, 1.1.5) 3. Types of pollution and ways to reduce pollution levels. (1.1.3, 1.1.5) 4. Environmental agencies at the local and state levels. (Idaho Department of Environmental Quality – DEQ) 5. Benefits of conservation. (1.1.1, 1.1.3, 1.1.5) 6. The potential benefits of their individual influence/impact on the environment. (1.1.1, 1.1.3, 1.1.5) | | <p>Analyzing Influences</p> <ol style="list-style-type: none"> 1. Analyze how the family and culture influence health beliefs and behaviors. 2.1.1 2. Evaluate how the school and community can affect personal health practice and behaviors. 2.1.3 3. Analyze how the perception of norms influences healthy and unhealthy behaviors. 2.1.5 4. Analyze how public health policies and government regulations can influence health promotion and disease prevention. 2.1.7 <p>Decision Making</p> <ol style="list-style-type: none"> 5. Generate alternatives to health-related issues or problems. 5.1.4 6. Predict the potential short-term and long-term impact of each alternative on self and others. 5.1.5 <p>Practice Health Behaviors</p> <ol style="list-style-type: none"> 7. Analyze the role of individual responsibility in enhancing health. 7.1.1 <p>Advocacy</p> <ol style="list-style-type: none"> 8. Demonstrate how to influence and support others to make positive health choices. 8.1.2 9. Adapt health messages and communication techniques to target a specific audience. 8.1.4 | |

| Grade: 11 Subject: Health Unit: Environmental Health Lens: Conservation | | | |
|--|-------------------------------|-------------|----------------|
| Suggested Instructional Plan/Activities (Correlations) | <i>Enduring Understanding</i> | <i>KNOW</i> | <i>DO</i> |
| 1. Students describe actions they can take to conserve energy in their homes or lives outside of school. Explain why conserving energy is important. | 1 | 1,5,6 | 1,2,4,5,6,7,8, |
| 2. Students create advocacy posters for a conservation effort of choice. Posters can be hung throughout the school. | 1 | 1,2,3,5,6 | 2,3,5,7,8,9 |
| 3. Students participate in a letter campaign to a company, organization or legislator relating to a current and local environmental issue. | 1 | 1,2,3,4,5,6 | 2,3,4,5,7,8,9 |
| 4. Students create a Public Service Announcement that encourages the community to become more involved in a conservation effort. | 1 | 1,2,3,4,5,6 | 2,3,5,7,8,9 |

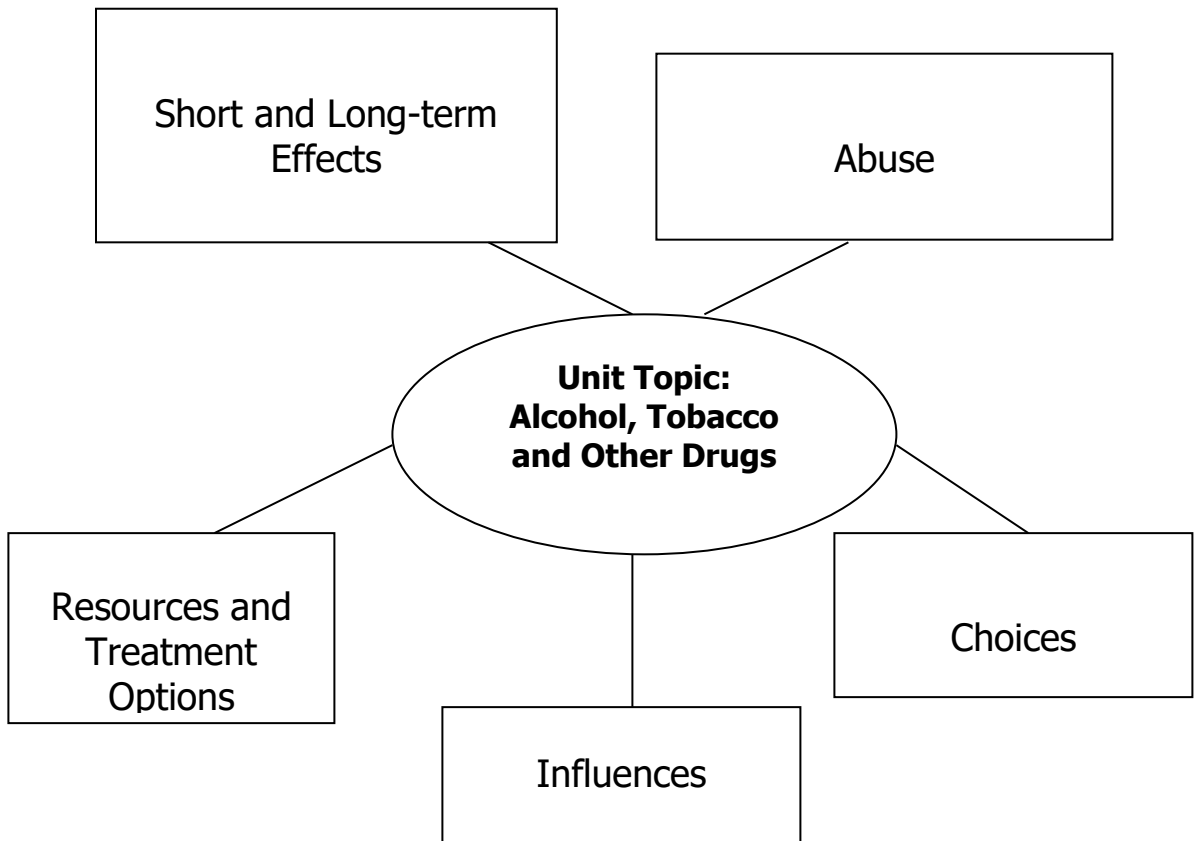
Critical Content/Concept Web

Unit Planner

Unit Topic: Alcohol, Tobacco and Other Drugs

Conceptual Lens: Effects

Grade: 11th



Unit Overview

The purpose of this unit is to provide students with an understanding of the major implications that alcohol, tobacco and other drugs have on the lifelong health of individuals. These include the effects, influences, prevention and treatment of the use of alcohol, tobacco products, and other drugs on the body.

Suggested Time Frame on the Block: 7 days

Vocabulary

Drug
 Medicine
 Side Effect
 Over-the-Counter
 Psychoactive
 Addiction
 Drug Tolerance
 Physical-dependence
 Psychological-dependence
 Withdrawal
 BAC - blood alcohol
 concentration
 Binge Drinking
 Cirrhosis

FAS - Fetal Alcohol
 Syndrome
 Nicotine
 Carcinogens
 Tar
 Carbon Monoxide
 Emphysema
 Secondhand Smoke
 Drug Abuse
 Overdose
 Marijuana
 Inhalants
 Club Drugs
 Stimulants
 Depressants
 Opiates
 Hallucinogens

| Grade: 11 Subject: Health Unit: Alcohol, Tobacco and Other Drugs Lens: Effects | |
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| Enduring Understandings | Guiding Questions |
| <ol style="list-style-type: none"> 1. The effects of alcohol, tobacco and other drugs can impact a user's mental/emotional and physical well-being. 2. Society bears the mental/emotional, physical and financial burdens of alcohol, tobacco and other drug use and abuse. 3. Understanding potential effects of abuse that can influence decisions regarding substance use. | <ol style="list-style-type: none"> a. What are the effects of alcohol, tobacco and other drugs on the brain and body? b. When does substance use become abuse? c. What are the effects of use and abuse on the user's mental/emotional well-being? a. What circumstances could lead to an impact on society stemming from use and abuse? b. What are the dangers of driving under the influence? c. What financial burden is placed upon society as a result of alcohol, tobacco and drug use/abuse? a. What are potential outcomes of substance use? b. How is the decision process affected by use and abuse? |

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| Grade: 11 Subject: Health Unit: Alcohol, Tobacco and Other Drugs Lens: Effects | | | |
| Critical Content and Skills | | AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests P - Prompts WS – Work Samples SA – Student Self-Assessment | |
| Students will Know... | AC | Students will be able to ... | AC |
| <ol style="list-style-type: none"> 1. The short term and long term effects of alcohol, tobacco and other drugs on the brain and body. (1.1.8) 2. The most prevalent drugs of choice within their community (to include prescription drugs and OTC medications). 3. The definition of binge drinking and its immediate and long term effects. (1.1.1, 1.1.8) 4. How alcohol, tobacco and other drugs can influence the development of a fetus (FAS). (1.1.1, 1.1.8) 5. Long term diseases associated with the use and abuse of alcohol, tobacco and other drugs. (1.1.1, 1.1.8) 6. How and when to use refusal skills when confronted with the potential use of alcohol, tobacco and other drugs. 7. The dangers associated with driving under the influence of alcohol and other drugs (BAC/BAL). (1.1.1, 1.1.8,) 8. The consumption of alcohol and use of other drugs can lead to impaired judgment (poor choices). (1.1.1,) 9. Resources and treatment options available. (Alateen, AA, SADD, MADD, American Heart Association, CDH, etc.) (1.1.6) 10. Warning signs of addiction/pathway to addiction (1.1.4) 11. Different classifications of drugs. 12. Alcohol concentration levels in different types of alcohol. 13. The influence of advertising on alcohol and tobacco use. 14. Harmful ingredients in tobacco. | | <p>Analyzing Influences</p> <ol style="list-style-type: none"> 1. Analyze how the family and culture influence health beliefs and behaviors. 2.1.1 2. Analyze how peers influence health beliefs and behaviors. 2.1.2 3. Analyze how the media and technology influence health beliefs and behaviors.2.1.4 4. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.2.1.6 <p>Accessing Information</p> <ol style="list-style-type: none"> 5. Determine when professional health services may be required. 3.1.5 <p>Interpersonal Communication</p> <ol style="list-style-type: none"> 6. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.1.2 <p>Decision Making</p> <ol style="list-style-type: none"> 7. Examine barriers that can hinder healthy decision-making. 5.1.1 8. Generate alternatives to health-related issues or problems (making healthy choices). 5.1.4 9. Predict the potential short-term and long-term impact of each alternative on self and others. 5.1.5 <p>Practice Health Behaviors</p> <ol style="list-style-type: none"> 10. Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others. 7.1.3 <p>Advocacy</p> <ol style="list-style-type: none"> 11. Adapt health messages and communication techniques to target a specific audience. 8.1.4 | |

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| 15. The predisposition to alcohol, tobacco and drug use and abuse based on: a. Genetics/heredity b. Influence of peers, family, etc. | | | |
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| Grade: 11 Subject: Health Unit: Alcohol, Tobacco and Other Drugs Lens: Effects | | | |
|---|-------------------------------|-------------|---------------|
| Suggested Instructional Plan/Activities (Correlations) | <i>Enduring Understanding</i> | KNOW | DO |
| 1. Use Guest Speakers (Police Officers, Recovering Addicts, Project METH, MADD) | 1,2,3 | 1-15 | 1-11 |
| 2. Students analyze alcohol and tobacco advertisements | 2,3 | 6,13,14 | 1,2,3,6,7,8,9 |
| 3. Obstacle course with drug goggles and glasses (if you have the materials) | 1,3 | 1,3,7,8,12 | 4,7,8,9,10 |
| 4. Students advocate for anti-drug use and abuse (campaign, posters, speech, etc.) | 1,2,3 | 1-15 | 1-11 |

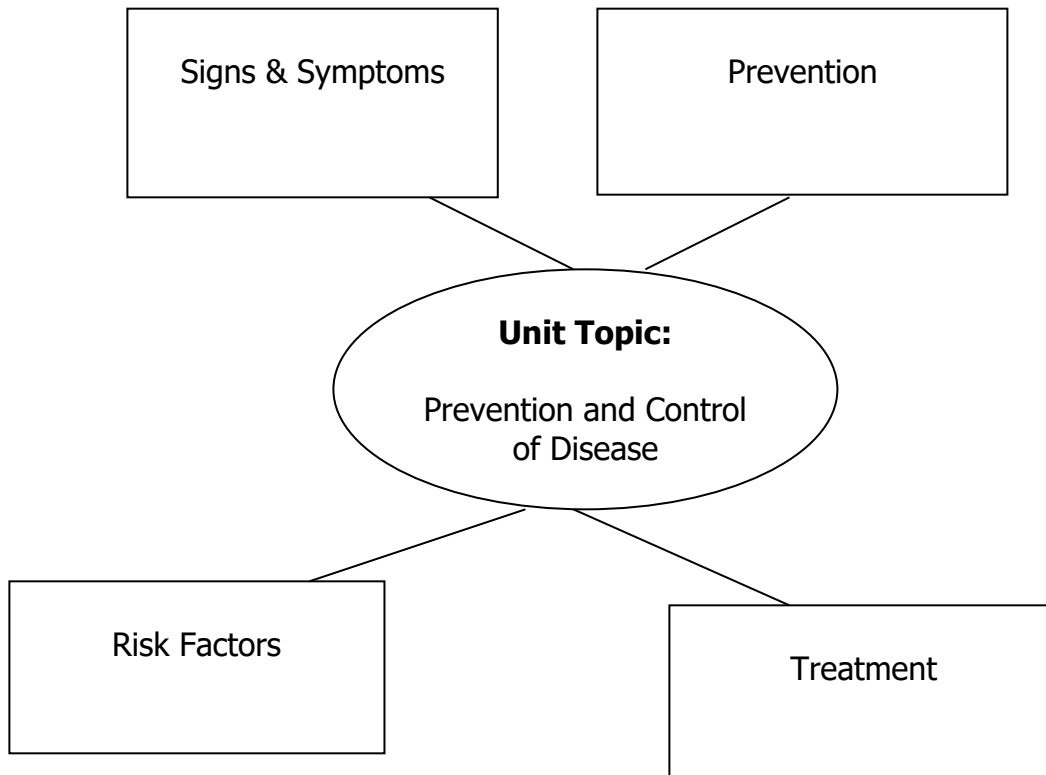
Critical Content/Concept Web

Unit Planner

Unit Topic: Prevention and Control of Disease

Conceptual Lens: Management

Grade: 11



Unit Overview

This unit content will include health-related choices and decisions regarding prevention of communicable and non-communicable diseases including recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Accurate information and discussion of sexually transmitted diseases, HIV infection and AIDS are necessary and important components of this content area. Information should be factual and medically accurate. Throughout this unit students will understand that individuals have a considerable measure of control over their own health and the risks of contracting illnesses.

Suggested Time Frame on the Block: 3-5 days (depending on STD/STI and HIV instruction)

Vocabulary

Communicable
 Non-communicable
 Pathogens
 Bacteria
 Virus
 Protozoan
 Parasite
 Fungus
 Immune system
 Lymphatic system
 White blood cells
 Lymphocytes
 B-cells
 T-cells
 Antibodies
 Antigens
 Antibiotics
 Antibiotic resistance

Physical barriers
 Vaccine
 Passive immunity
 Active immunity
 Natural immunity
 Symptoms
 Genetics
 Benign
 Malignant
 Metastasis
 Insulin
 STD/STI
 Asymptomatic
 Opportunistic
 Infections
 Pandemic
 Epidemic
 Carcinogen

| Grade: 11 Subject: Health Unit: Prevention and Control of Disease Lens: Management | |
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| Enduring Understandings | Guiding Questions |
| <ol style="list-style-type: none"> 1. Preventative knowledge and skills can increase overall health and wellness. 2. Individual decisions impact life-long health. | <ol style="list-style-type: none"> e. What are communicable and non-communicable diseases? f. How can diseases be prevented? g. What influences do genetics have on risk of disease? h. Why is early detection and treatment important to disease prevention? a. How can one's choices today impact life in the future? b. How can your family, peers and environment influence your decisions? |

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| Grade: 11 Subject: Health Unit: Prevention and Control of Disease Lens: Management | | | |
| Critical Content and Skills | | AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests | P - Prompts WS – Work Samples SA – Student Self-Assessment |
| Students will Know... | AC | Students will be able to... | AC |
| <ol style="list-style-type: none"> 1. Risk factors linked to genetics for certain diseases. (1.1.1, 1.1.4) 2. Risk factors linked to life-style choices and their connection to communicable and noncommunicable diseases. (1.1.1, 1.1.7, 1.1.8) 3. Signs and symptoms of noncommunicable diseases including cancers, cardiovascular, and types of diabetes. May also include diseases such as asthma, arthritis, and allergies. (1.1.8) 4. Early screening detection methods for breast, testicular, and skin cancer. (1.1.1, 1.1.4, 1.1.5, 1.1.7, 1.1.8) 5. Differences between and factors that influence types of diabetes. (1.1.4, 1.1.5, 1.1.8) 6. Pathogens that cause communicable disease. 7. Prevention methods for reducing the risk of communicable disease. (1.1.1, 1.1.5) 8. How the immune system fights pathogens – passive, active and natural immunity. 9. Methods of treatment. (1.1.5) 10. Current trends associated with communicable and noncommunicable diseases. (Bird flu, H1N1, West Nile, Heart disease, etc.) 11. How to access local health information, products and services. (1.1.5, 1.1.7) | | <p>Analyzing Influences</p> <ol style="list-style-type: none"> 1. Analyze how the perception of norms influences healthy and unhealthy behaviors. 2.1.5 2. Analyze how public health policies and government regulations can influence health promotion and disease prevention. 2.1.7 <p>Accessing Information</p> <ol style="list-style-type: none"> 3. Determine the accessibility of health information, products, and services. 3.1.2 4. Determine when professional health services may be required. 3.1.5 <p>Interpersonal Communication</p> <ol style="list-style-type: none"> 5. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.1.2 <p>Decision Making</p> <ol style="list-style-type: none"> 6. Determine the value of applying a thoughtful decision-making process in health-related situations. 5.1.2 7. Evaluate the effectiveness of health-related decisions. 5.1.7 <p>Practice Health Behavior</p> <ol style="list-style-type: none"> 8. Analyze the role of individual responsibility in enhancing health. 7.1.1 <p>Advocacy</p> <ol style="list-style-type: none"> 9. Use accurate peer and societal norms to formulate a health-enhancing message. 8.1.1 10. Work cooperatively as an advocate for improving personal, family, and community health. 8.1.3 11. Adapt health messages and communication techniques to target a specific audience. 8.1.4 | |

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| <p>Content and Skills Associated with STDs/STIs and HIV can be taught in this unit or the Growth, Development and Family Life unit.</p> <p>12. Specific pathogens that cause STDs/STIs and HIV.</p> <p>13. Signs and symptoms of STDs/STIs and HIV.</p> <p>14. Prevention methods for STDs/STIs and HIV. (1.1.1, 1.1.5, 1.1.7, 1.1.8)</p> <p>15. Risk factors associated with STDs/STIs and HIV.(1.1.1, 1.1.5, 1.1.7, 1.1.8)</p> <p>16. How HIV attacks our immune system.</p> <p>17. Treatment methods for STDs/STIs and HIV. (1.1.5, 1.1.7)</p> <p>18. Effectiveness of prevention and treatment methods associated with STDs/STIs and HIV. (1.1.5, 1.1.7, 1.1.8)</p> <p>19. How to access local health information, products and services associated with STDs/STIs and HIV. (Central District Health – CDH) (1.1.5, 1.1.7)</p> <p>20. Methods of transmission of STIs/STDs and HIV/AIDS</p> <p>P1 Student-initiated questions related to prevention, transmission, risk, process and treatment will be answered in class in an age-appropriate and medically accurate manner. All other questions will be referred home.</p> <p>P2 All student-initiated questions will be answered in an age-appropriate and medically accurate manner.</p> <p>All Levels – No discussion of intricacies of intercourse, sexual stimulation or erotic behavior. Questions about homosexuality will be answered in a non-biased, non-advocating, scientifically factual manner. Methods of birth control will be discussed as they pertain to risk and effectiveness. No demonstrations will be permitted.</p> | | | |
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| Grade: 11 Subject: Health Unit: Prevention and Control of Disease Lens: Management | | | |
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| Suggested Instructional Plan/Activities (Correlations) | <i>Enduring Understanding</i> | <i>KNOW</i> | <i>DO</i> |
| 1. Students create advocacy posters for hand washing and post them in the school restrooms. | 2 | 2,7 | 8,9,10 |
| 2. Use of district approved guest speaker from CDH to address STDs/STIs. | 1 | 12-15, 17-19 | 1,2,3,4,7 |
| 3. Research project of a disease to include signs, symptoms, treatment, prevention and access to health information products and services. | 1,2 | 1-19 | 2,3,7 |

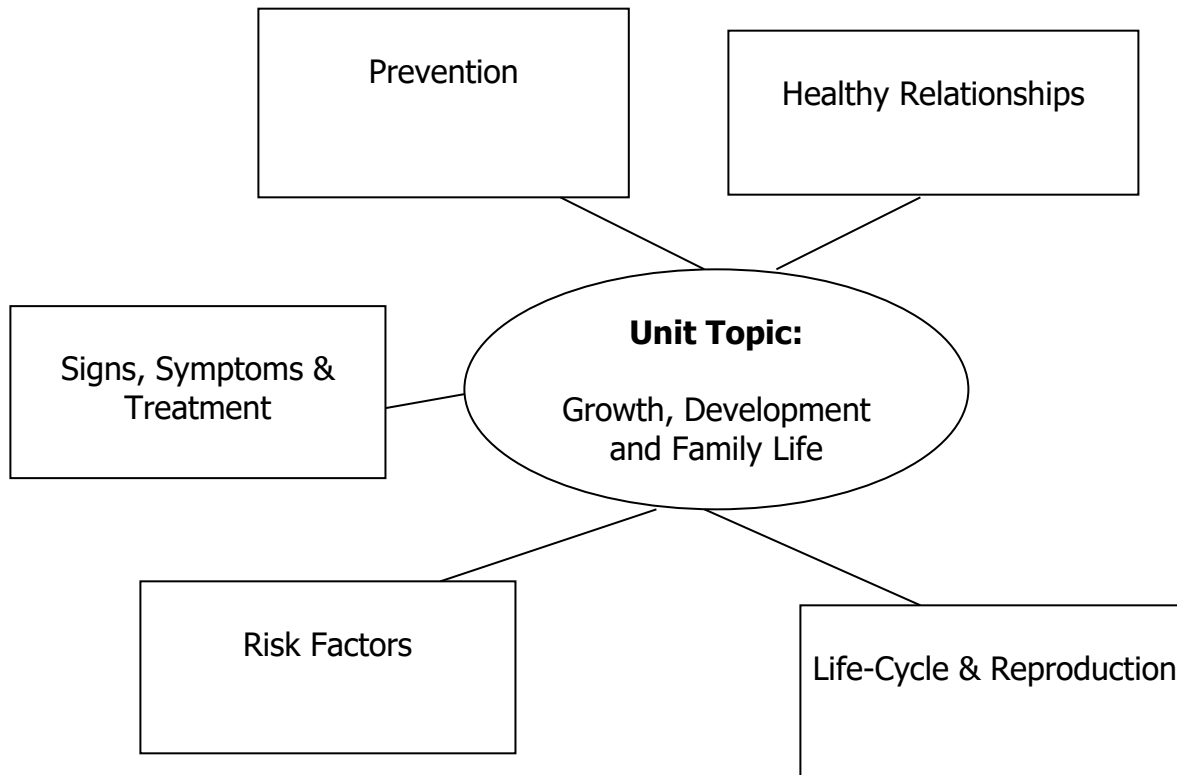
Critical Content/Concept Web

Unit Planner

Unit Topic: Growth, Development & Family Life

Conceptual Lens: Awareness

Grade: 11



Unit Overview

The study of growth and development includes the stages of life, and changes in relationships with others that accompany social development and the aging process. Family living includes the following topics: healthy relationships and sexuality, encouragement of abstinence from sexual activity, sexually transmitted diseases including HIV and their prevention, as well as methods of preventing pregnancy. Knowledge of factual, medically accurate and objective information is important along with personal, legal and economic responsibilities of parenthood and other consequences of sexual activity.

Suggested Time Frame on the Block: 4-6 days (depending on STD/STI and HIV instruction)

Vocabulary

Sperm
Egg
Fertilization
Testes
Penis
Urethra
Epididymis
Semen
Seminal vesicles
Prostate gland
Cowper's gland
Ovaries
Vagina
Fallopian tubes
Uterus

Menstrual cycle
Ovulation
Zygote
Embryo
Implantation
Placenta
Fetus
Dilation
Expulsion
Placental
Adolescence
Puberty
Hormones
Menopause

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| Grade: 11 Subject: Health Unit: Growth, Development and Family Life Lens: Awareness | | | | |
| Critical Content and Skills | | AC = Assessment Code: | Q – Quizzes O – Observations D – Dialogues T - Tests | P - Prompts WS – Work Samples SA – Student Self-Assessment |
| Students will Know... | AC | Students will be able to... | AC | |
| 1. Components of a healthy relationship. (1.1.2, 1.1.7, 1.1.8) 2. The reproductive system and cycle. (1.1.6) <ol style="list-style-type: none"> Reproductive organs Menstrual Cycle Prenatal Care Fetal Development Stages of the Birthing Process 3. The stages of life from birth to death. 4. Methods of pregnancy prevention to include abstinence and birth control. (1.1.1, 1.1.5, 1.1.7) <i>*Abortion is not a topic covered by the Joint School District No. 2 Health Curriculum</i> Content and Skills Associated with STDs/STIs and HIV can be taught in this unit or the Prevention and Control of Disease unit. 5. Specific pathogens that cause STDs/STIs and HIV. 6. Signs and symptoms of STDs/STIs and HIV. 7. Prevention methods for STDs/STIs and HIV. (1.1.1, 1.1.5, 1.1.7, 1.1.8) 8. Risk factors associated with STDs/STIs and HIV.(1.1.1, 1.1.5, 1.1.7, 1.1.8) 9. How HIV attacks our immune system. 10. Treatment methods for STDs/STIs and HIV. (1.1.5, 1.1.7) 11. Effectiveness of prevention and treatment methods associated with STDs/STIs and HIV. | | Analyzing Influences 1. Analyze how peers influence health beliefs and behaviors. 2.1.2 Accessing Information 2. Use resources from home, school, and community that provide valid health information. 3.1.2 3. Determine when professional health services may be required. 3.1.5 Interpersonal Communication 4. Use skills for communicating effectively with family, peers, and others to enhance health. 4.1.1 5. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.1.3 Decision Making 6. Predict the potential short-term and long-term impact of each alternative on self and others. 5.1.5 7. Defend the healthy choice when making decisions. 5.1.6 Practice Health Behaviors 8. Analyze the role of individual responsibility in enhancing health. 7.1.1 | | |

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| <p>(1.1.5, 1.1.7, 1.1.8)</p> <p>12. How to access local health information, products and services associated with STDs/STIs and HIV. (1.1.5, 1.1.7)</p> <p>13. Methods of transmission of STIs/STDs and HIV/AIDS</p> <p>P1 Student-initiated questions related to prevention, transmission, risk, process and treatment will be answered in class in an age-appropriate and medically accurate manner. All other questions will be referred home.</p> <p>P2 All student-initiated questions will be answered in an age-appropriate and medically accurate manner.</p> <p><i>All Levels</i> – No discussion of intricacies of intercourse, sexual stimulation or erotic behavior. Questions about homosexuality will be answered in a non-biased, non-advocating, scientifically factual manner. Methods of birth control will be discussed as they pertain to risk and effectiveness. No demonstrations will be permitted.</p> | | | |
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| Grade: 11 Subject: Health Unit: Growth, Development and Family Life Lens: Awareness | | | |
|---|-------------------------------|-------------|-----------|
| Suggested Instructional Plan/Activities (Correlations) | <i>Enduring Understanding</i> | <i>KNOW</i> | <i>DO</i> |
| 1. Students create a scrapbook of their stages of life and project future stages of life using family pictures or pictures from the internet. (Erickson's Stages of Development) | 2 | 3 | 2 |
| 2. Diagram reproductive organs. | 2 | 2 | 2 |
| 3. Compare and contrast prevention methods including rates of effectiveness. | 2 | 4 | 2,3,5,6 |
| 4. Role-play relationship scenarios and communication strategies. | 1 | 1 | 1,4,5,8 |
| 5. Students reflect on qualities they would desire in their ideal mate. | 1 | 1 | N/A |
| 6. Use of district approved guest speaker from CDH to address STDs/STIs. | 3 | 5-8, 10-12 | 2,3,6,8 |

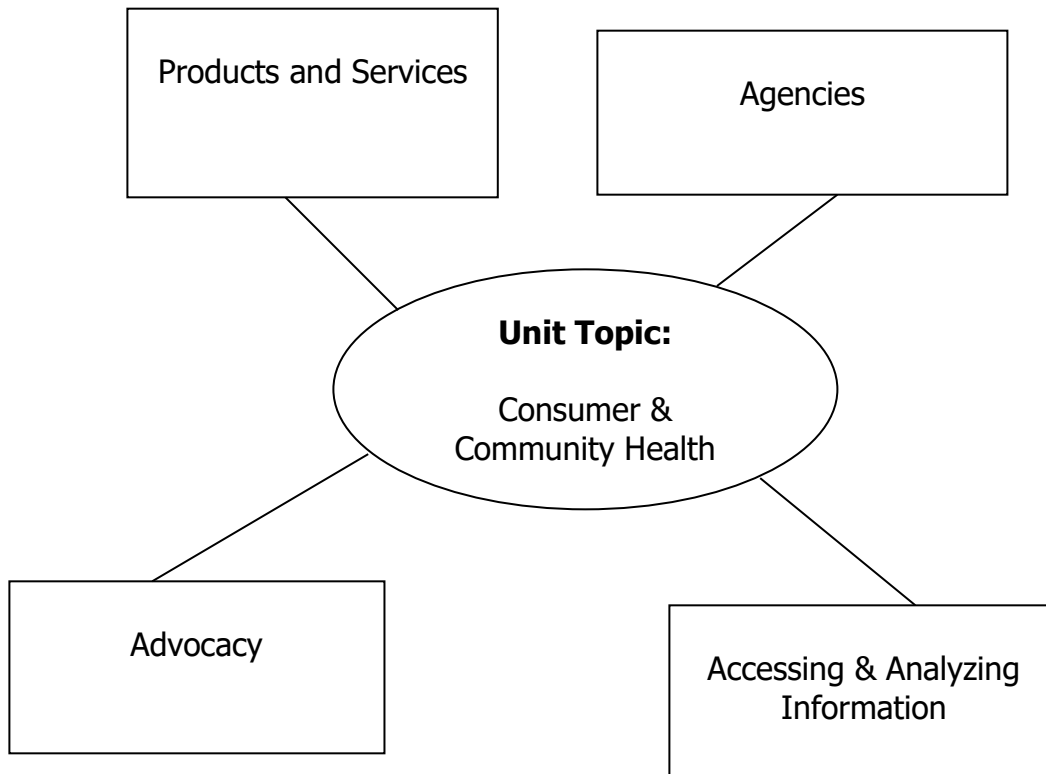
Critical Content/Concept Web

Unit Planner

Unit Topic: Consumer and Community Health

Conceptual Lens: Analysis

Grade: 11



Unit Overview

Consumers need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Consumer and community health include recognizing and accessing valid and appropriate health information, services, and products. This includes knowledge about health insurance, health related research, advertising and fraudulent claims.

Suggested Time Frame on the Block: 2-3 days

Vocabulary

Fraud
 Quackery
 Primary Care
 Physician
 Inpatient care
 Outpatient care
 Home health care services
 Hospice
 Premium
 Deductible
 Insurance

HMO
 PPO
 HON
 Medicare
 Medicaid
 Consumer
 Advertising
 CDC/CDHD
 FDA
 NIH
 NIMH
 WHO

| Grade: 11 Subject: Health Unit: Consumer & Community Health Lens: Analysis | |
|--|---|
| Enduring Understandings | Guiding Questions |
| 1. The ability to analyze and access consumer and community health information will promote self advocacy. | <ol style="list-style-type: none">a. Why is it important to be aware of personal medical history?b. What is a consumer?c. What are the different health care agencies at the local, national and global levels?d. What makes a source valid, reliable and reputable? |

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| Grade: 11 Subject: Health Unit: Consumer & Community Health Lens: Analysis | | | |
| Critical Content and Skills | | AC = Assessment Code: | |
| | | Q – Quizzes O – Observations D – Dialogues T - Tests | P - Prompts WS – Work Samples SA – Student Self-Assessment |
| Students will know... | AC | Students will be able to... | AC |
| <ol style="list-style-type: none"> 1. Characteristics of false advertising and fraud. 2. How to access local health related products and services to include health insurance, physician care, holistic medicine, pharmaceutical services, and financial aid. (1.1.6) 3. A variety of health care organizations at the local, national and global levels. 4. How to access reliable health information: <ol style="list-style-type: none"> a. Valid b. Reliable c. Reputable 5. The roles of the following agencies: <ol style="list-style-type: none"> a. Food and Drug Administration (FDA) b. Federal Trade Commission (FTC) c. Center for Disease Control (CDC) d. Better Business Bureau (BBB) | | Analyzing Influences <ol style="list-style-type: none"> 1. Evaluate how the school and community can affect personal health practice and behaviors. 2.1.3 2. Analyze how the media and technology influence health beliefs and behaviors. 2.1.4 3. Analyze how public health policies and government regulations can influence health promotion and disease prevention. 2.1.7 Accessing Information <ol style="list-style-type: none"> 4. Evaluate the validity of health information, products, and services. 3.1.1 5. Determine the accessibility of health information, products, and services. 3.1.2 6. Access valid and reliable health information, products, and services. 3.1.3 7. Use resources from home, school, and community that provide valid health information. 3.1.4 Decision Making <ol style="list-style-type: none"> 8. Determine the value of applying a thoughtful decision-making process in health-related situations. 5.1.2 Advocacy <ol style="list-style-type: none"> 9. Work cooperatively as an advocate for improving personal, family, and community health. 8.1.3 10. Adapt health messages and communication techniques to target a specific audience. 8.1.4 | |

| Grade: 11 Subject: Health Unit: Consumer & Community Health Lens: Analysis | | | |
|---|-----------------------------------|-------------|-------------|
| Suggested Instructional Plan/Activities (Correlations) | <i>Enduring Understanding</i> | <i>KNOW</i> | <i>DO</i> |
| 1. Students generate a list of types/components of medical history that they would take with them when transferring doctors. (Types of history, not actual history). Explain why a doctor would need to know that information. | 1 | 2,4 | 5,7 |
| 2. Groups of students imagine that they are looking for a new local health care professional. Where would they look for potential candidates? How would they determine whether he/she would meet their needs? What questions might they ask this professional? | 1 | 1,2,4 | 1,4,5,7,8 |
| 3. Students analyze the validity, reliability and reputability of sources related to consumer health. | 1 | 1 | 1,2,4,6,7,8 |
| 4. Students work with partners or small groups to conduct a mini research activity to then share with the rest of the class (Jigsaw). The focus of research will be on local, national and global health organizations. Students should identify the history, responsibilities, mission and goals of each agency. | 1 | 2,3 | 3,7 |
| 5. Students investigate a community health career to determine education requirements, skills and training, availability/demand, importance of career to the health of the community. Students report finding to the class. | 1 | 2,3,4 | 3,4,5,7,9 |

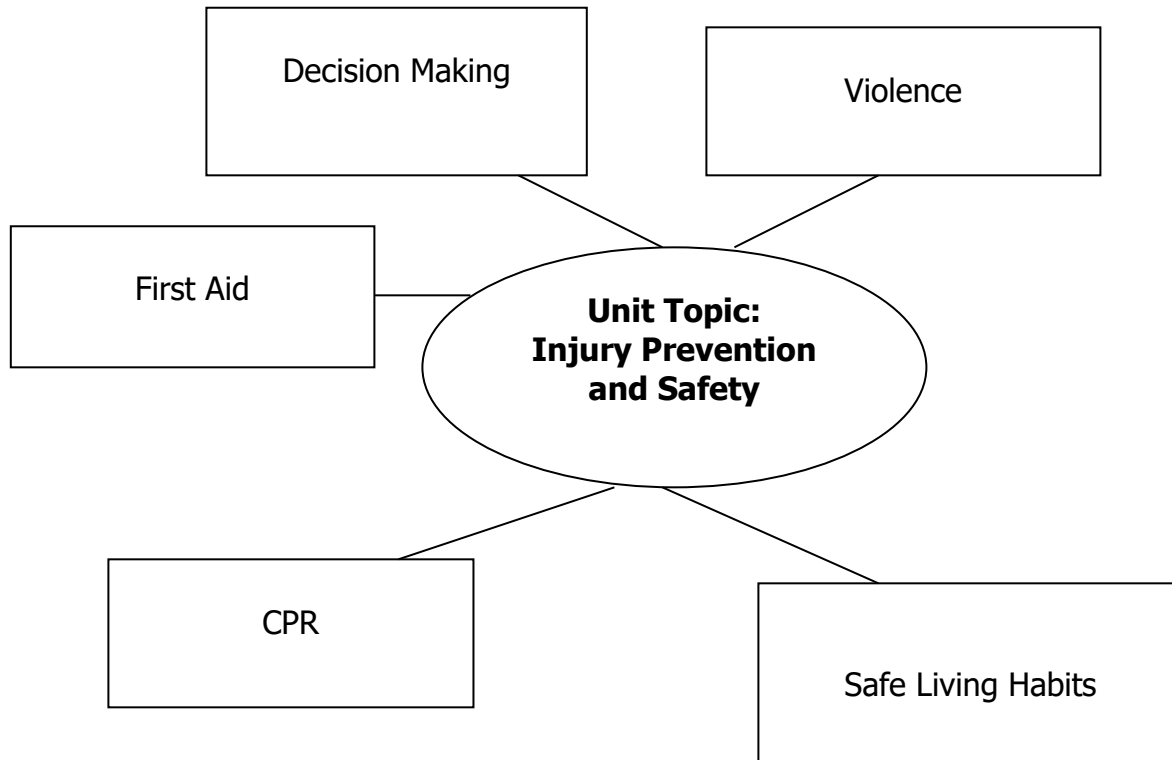
Critical Content/Concept Web

Unit Planner

Unit Topic: Injury Prevention and Safety

Conceptual Lens: Management

Grade: 11th



Unit Overview

Unintentional and intentional injuries rank among the greatest threats to the health of adolescents. Adolescents require knowledge that prevention includes safe living habits, healthy decisions, violence prevention, emergency response and an understanding of the consequences of one's decisions.

Suggested Time Frame on the Block: 3 days

Vocabulary

Violence
Bullying
Harassment
Abuse
Neglect
Domestic Violence
Hazing
Sexual Abuse
Sexual Harassment
Sexual Assault
Date Rape
Cyber Bullying
Implied Consent
Rescue Breathing

Carotid Pulse
CPR
Choking
Pressure Points
Shock
Fractures
Wound
Sprain
Strain
Dislocation
Burns
Poison
Heat Exhaustion
Heat Stroke

| Grade: 11 Subject: Health Unit: Injury Prevention and Safety Lens: Management | |
|--|--|
| Enduring Understandings | Guiding Questions |
| <ol style="list-style-type: none"> 1. Safe living practices protect individuals, families and communities. 2. Correct application of first aid knowledge techniques (to include CPR) can reduce injury severity. 3. Violence awareness reduces the risk of becoming a victim. | <ol style="list-style-type: none"> a. What are safety practices you can apply to your daily life? b. How do behaviors impact safety in daily activities? a. What are the basic steps in emergency care? b. What are the guidelines for CPR as outlined by the American Heart Association (AHA)? c. How do you determine the need for first aid and CPR techniques? d. Why is CPR important? a. What are different forms of violence? b. How can one avoid putting themselves at risk? c. What are some warning signs one can be aware of to help avoid becoming a victim? d. Where can a victim go to seek help? e. What is date rape? f. How can you reduce your risk of being a victim of date rape? |

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| Grade: 11 Subject: Health Unit: Injury Prevention and Safety Lens: Management | | | |
| Critical Content and Skills | | AC = Assessment Code: | |
| | | Q – Quizzes O – Observations D – Dialogues T - Tests | P - Prompts WS – Work Samples SA – Student Self-Assessment |
| Students will Know... | AC | Students will be able to... | AC |
| 1. Safe living habits and how to apply them to their lives. (1.1.1, 1.1.5, 1.1.7, 1.1.8) 2. The consequences of one’s decisions. (1.1.1, 1.1.8) 3. Forms of violence and abuse and the effects it can have on a victim (i.e. physical, sexual, verbal, bullying, cyber bullying, sexting, etc.) (1.1.1, 1.1.2, 1.1.5, 1.1.7, 1.1.8) 4. Resources available for victims of abuse. (1.1.5, 1.1.6) 5. Per Rules Governing Thoroughness-Each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED). (1.1.5, 1.1.6) | | Analyzing Influences 1. Analyze how peers influence health beliefs and behaviors. 2.1.2 2. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.1.6 Accessing Information 3. Access valid and reliable health information, products, and services. 3.1.3 Interpersonal Communication 4. Use skills for communicating effectively with family, peers, and others to enhance health. 4.1.1 Decision Making 5. Evaluate the effectiveness of health-related decisions. 5.1.7 Goal Setting 6. Assess personal health practices and overall health status. 6.1.1 Practice Health Behaviors 7. Analyze the role of individual responsibility in enhancing health. 7.1.1 | |

| Grade: 11 Subject: Health Unit: Injury Prevention and Safety Lens: Management | | | |
|--|-----------------------------------|-------------|-------------|
| Suggested Instructional Plan/Activities (Correlations) | <i>Enduring Understanding</i> | <i>KNOW</i> | <i>DO</i> |
| 1. Identify risk-taking behaviors and indicate what can be done to reduce risk. | 1 | 1,2 | 1,2,4,5,6,7 |
| 2. Students research local resources/agencies geared toward helping victims of abuse. | 3 | 3,4 | 3,7 |
| 3. Use guest speakers (SRO, local organization, counselor, etc.) | 3 | 3,4 | 1-7 |
| 4. Use instructional videos for CPR and First Aid | 2 | 5 | 3 |
| 5. Students practice CPR methods using mannequins | 2 | 5 | 3,6 |

**IDAHO CONTENT STANDARDS
HEALTH EDUCATION
Grades 9-12**

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 9-12 are defined below:

Alcohol, Tobacco & Other Drugs

The use of alcohol, tobacco, and other drugs, has major implications in the lifelong health of individuals. These include the effects, influences, prevention and treatment of the use of alcohol, tobacco products, and other drugs on the body.

Nutrition & Physical Activity

For adolescents to learn and achieve to their fullest potential they need to acquire knowledge and skills to make healthy choices in food selection and engage in lifelong physical activity. This knowledge includes the link between healthy eating and exercise with physical, mental, emotional and social health; energy level; self image; and physical fitness.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of adolescence. Adolescents require knowledge that prevention includes safe living habits, healthy decisions, violence prevention, emergency response and an understanding of the consequences of one's decisions.

Mental, Emotional & Social Health

Mental, emotional and social well-being are foundations for building good health. These foundations include a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. Knowledge and skills may include emotional intelligence, suicide prevention, stress management, communication skills, conflict resolution, and mental illness.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the risks of contracting illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Accurate information

and discussion of sexually transmitted diseases, HIV infection and AIDS are necessary and important components of this content area. Information should be factual, medically accurate, objective and developmentally appropriate.

Consumer & Community Health

Consumers need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Consumer and community health include recognizing and accessing valid and appropriate health information, services, and products. This includes knowledge about health insurance, health related research, advertising and fraudulent claims.

Growth, Development & Family Life

A healthy family unit is vital to the well-being and successful development of adolescence. Growth and development includes the stages of life, and changes in relationships with others that accompany social development and the aging process. Family living includes the following topics: healthy relationships and sexuality, encouragement of abstinence from sexual activity, sexually transmitted diseases including HIV and their prevention, as well as methods of preventing pregnancy. Knowledge of factual, medically accurate and objective information is important along with personal, legal and economic responsibilities of parenthood and other consequences of sexual activity.

*Reference to Idaho Education Code Title 33, Chapter 16, Sections 1608-1611

Environmental Health

Individuals need to be aware of the impact of environmental issues and hazards on personal health. Environmental health includes precautions and behaviors to safeguard personal health, and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.1.1.1 Predict how behaviors can affect health status.
- 9-12.H.1.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 9-12.H.1.1.3 Analyze how environment and personal health are interrelated.

- 9-12.H.1.1.4 Analyze how genetics and family history can affect personal health.
- 9-12.H.1.1.5 Propose ways to reduce health problems.
- 9-12.H.1.1.6 Analyze the relationship between access to health care and health status.
- 9-12.H.1.1.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 9-12.H.1.1.8 Analyze the potential severity of health problems that result from engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.2.1.1 Analyze how the family and culture influence health beliefs and behaviors.
- 9-12.H.2.1.2 Analyze how peers influence health beliefs and behaviors.
- 9-12.H.2.1.3 Evaluate how the school and community can affect personal health practice and behaviors.
- 9-12.H.2.1.4 Analyze how the media and technology influence health beliefs and behaviors.
- 9-12.H.2.1.5 Analyze how the perception of norms influences healthy and unhealthy behaviors.
- 9-12.H.2.1.6 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 9-12.H.2.1.7 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Standard 3: Accessing Information

Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.3.1.1 Evaluate the validity of health information, products, and services.
- 9-12.H.3.1.2 Determine the accessibility of health information, products, and services.
- 9-12.H.3.1.3 Access valid and reliable health information, products, and services.
- 9-12.H.3.1.4 Use resources from home, school, and community that provide valid health information.
- 9-12.H.3.1.5 Determine when professional health services may be required.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.4.1.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 9-12.H.4.1.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 9-12.H.4.1.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 9-12.H.4.1.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.5.1.1 Examine barriers that can hinder healthy decision-making.
- 9-12.H.5.1.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 9-12.H.5.1.3 Justify when individual or collaborative decision-making is appropriate.
- 9-12.H.5.1.4 Generate alternatives to health-related issues or problems.
- 9-12.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 9-12.H.5.1.6 Defend the healthy choice when making decisions.
- 9-12.H.5.1.7 Evaluate the effectiveness of health-related decisions.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.6.1.1 Assess personal health practices and overall health status.
- 9-12.H.6.1.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 9-12.H.6.1.3 Implement strategies and monitor progress in achieving a personal health goal.
- 9-12.H.6.1.4 Formulate an effective long-term personal health plan.

Standard 7: Practice Healthy Behavior

Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.7.1.1 Analyze the role of individual responsibility in enhancing health.
- 9-12.H.7.1.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 9-12.H.7.1.3 Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others.

Standard 8: Advocacy

Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.8.1.1 Use accurate peer and societal norms to formulate a health-enhancing message.
- 9-12.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.
- 9-12.H.8.1.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 9-12.H.8.1.4 Adapt health messages and communication techniques to target a specific audience.